

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION  
THE

# bulletin

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November 2009



# Up Front from the President



**C**anada's last surviving recipient of the Victoria Cross, Canada's highest award for valor, passed away in August of 2005. Ernest Alvia "Smokey" Smith

was born in New Westminster, B.C., in 1914 and educated in elementary and technical schools in the same area. He was a private when he won the Victoria Cross in 1944 at the Savio River in Italy. He was only 26 when he enlisted and 30 years old when he received this honor.

As a parent I can only imagine the thoughts and feelings of his family as their child enlisted – proud yet perhaps, at the same time, horrified at the prospect of losing their son. My son Stephen was 19 when he had the honor and privilege to be selected by Veterans Affairs, after his experience with Encounters with Canada, to join the Italian Campaign Pilgrimage on its 55th Anniversary. He had the opportunity to travel with the Veterans and retraced the steps of the Italy campaign. He met "Smokey Smith" and other Veterans and assisted them on and off buses, ate with them, heard their stories, helped to locate the tombstones of comrades and received a first-hand experience of what it must have been like through the eyes of these Veterans. Some five years later as I was a teacher monitor for Encounters with Canada, I chose to be in Ottawa for the Canada Remembers Week. I, too, had the opportunity to meet "Smokey Smith". As I stood in the nation's capital at the National War Memorial with thousands of others and watched the Veterans parade, my emotions ran high. My eyes easily welled up with tears and so did the hundreds of students that were there from all across Canada witnessing the laying of wreaths and the overall sense of awe at these men and women who had given so much for this country. It is difficult to envision what it must be like for

these Veterans to relive the horrors of war on Remembrance Day. We must also realize that many of them witnessed their comrades pay the supreme sacrifice for our freedoms and are there to lay a wreath to honour their memory.

With the NLTA Vice President, I will lay a wreath on November 11th on behalf of teachers at the National War Memorial in St. John's. It is indeed a privilege to publicly honor the men and women, both past and present, who have served to protect the peace and freedoms that we often take for granted. It is only fitting that the NLTA offers gratitude, prayers, and respect to those fallen soldiers and to wish our present armed forces a safe journey as they continue in their peacekeeping missions and other military roles around the globe.

Every Remembrance Day (week) throughout our province teachers continue to instill this pride in our students. It is usually in our classrooms where students are exposed to their first understandings of citizenship, social justice, empowerment, democracy, Newfoundland and Labrador culture and love of country. There are many programs within the curriculum and a variety outside that help us to educate students on the social issues of war and how it is relevant to us today – especially with the changing role of the Canadian troops in Afghanistan and other areas of the world. It is through the education and exposure to such ideals that students begin to form their first real sense of place and identity. It is the teachers of this province that support and guide students in organizing social justice activities, food drives, fundraisers, and many other altruistic endeavors. It is the direct result of instruction and work of teachers that students begin to question and understand the amazing freedoms and rights we enjoy as Canadians. It is only through education and dialogue that students will continue to understand the magnitude of what these men and women have sacrificed for our country.

We are so very fortunate to live where

and how we do. We live mostly in a peace-loving society where freedom and democracy go hand in hand. But there are many examples of how war has been brought into our homes and affected our lives. At the NLTA's Biennial General Meeting in April guest speaker, Tim Goddard, professor from the University of Prince Edward Island, talked to us about the various places in the world he had taught and the research on socio-economic class and achievement. But it was not until I heard him speak again at CONTACT 2009 in Prince Edward Island that he would tell a story that resonates with me still. His daughter, Captain Nichola Goddard, was the first Canadian woman to be killed in action while serving in a combat role. This man had borne the inexplicable toll of having lost a child to the war in Afghanistan. In his presentation he spoke proudly of his daughter's chosen field and the reasons we must continue to bring peace to the war torn regions of the world. I still struggle personally with why we have a responsibility to participate in this war and the effects to our soldiers for their participation. But I cannot even begin to imagine what Tim has had to endure with her death. Many of our grandparents, parents, children, relatives and friends have served in the armed forces in one capacity or another. During this time of remembrance we honor them for their selfless dedication to society.

Take time on Remembrance Day to fully appreciate and recognize the contributions that the Veterans have made on our behalf. Our Veterans are ordinary men and women who did extraordinary things to protect our freedom and build a safer world for us to live. The men and women in the Canadian Armed Forces demonstrate time and time again that they will rise to any challenge. Give thanks for all that you have and remember the people who gave so freely for us to have such freedoms.

Lily B.

# bulletin

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## NLTA Members Only Website

Have you received your user name and password?

NLTA members were provided with a user name and password during the 2008-09 school year for access to the Members Only Section of the NLTA website. If you have forgotten your password you can request a change on the NLTA website at [www.nlta.nl.ca](http://www.nlta.nl.ca). Click "Member Login" and then "Forgot Password?". Your user name is your email address.

If you are a new teacher or have not yet received your user name and password please complete the Member Profile Form on the main page of the NLTA website at [www.nlta.nl.ca](http://www.nlta.nl.ca).

The Members Only Section allows the NLTA to provide **private and confidential** information to the membership through the NLTA website.

**Cover Photo Credits:** Library and Archives Canada (LAC): • Nursing Sisters - Photo: Canadian Nursing Sisters, May 1917 LAC/Margaret [Ross] MacKinnon Collection • Radio operator - Photo: HMCS Coverdale Wiens. A member of the Women's Royal Canadian Naval Service is seen operating Direction Finding equipment, Moncton, New Brunswick, August 1945 Leblanc/DND/LAC PA142540 • Billy Bishop and airplane - Photo: LAC PA22515 • Soldier standing with boys - Major J.M. Anderson Padre, with a group of children at the Young Nak Barnwon Orphanage in Seoul, Korea, on April 21, 1954 Photo: LAC PA112644 • Soldier standing with coat - Walter Leigh Rayfield, winner of the Victoria Cross, 7th Battalion - Canadian Expeditionary Force (CEF) Photo: LAC PA6701

PROVINCIAL/NATIONAL/INTERNATIONAL

# NEWS

## EASTPORT

## Holy Cross students study climate change

Students at Holy Cross School in Eastport are taking part in a unique new field work program looking at climate change. Three other schools are participating in the year-long program: Glovertown Academy, Clarenville High and Random Island Academy.

The program is especially relevant to Newfoundland and Labrador students since it looks at the issue of climate change as it affects coastal environments. Students have an opportunity to study the marine environment aboard a forty-two foot vessel, the MV Coastal Explorer, in the waters of beautiful Newman Sound in Terra Nova National Park. This "floating classroom" is the brainchild of Captain Jan Negrijn. Captain Negrijn has long been associated with the Marine Institute so students also benefit by learning directly from a professional in the field.

The field trips began earlier this year and will continue until March 2010. Students use scientific equipment to measure water temperature, salinity and pH, record weather conditions, complete Plankton tows and identify marine life. At the completion of the field work, all the data collected will be compiled and students will complete projects through their various Science programs.



Holy Cross Students examining snow crab.

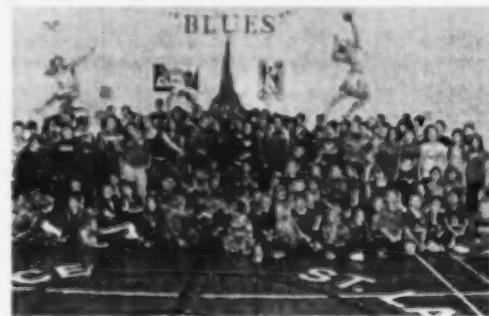
The curriculum-based voyage aboard the MV Coastal Explorer allows students to learn and handle state-of-the-art equipment that would otherwise be impossible for schools to access, all the while having fun pulling crab pots, using navigational charts and observing marine animals up close.

The climate change program receives financial support from the Department of the Environment and Conservation. For more information or to request an educational brochure e-mail [jan@coastalconnections.ca](mailto:jan@coastalconnections.ca) and visit the website at [www.coastalconnections.ca/educationalprograms.php](http://www.coastalconnections.ca/educationalprograms.php) or call Captain Negrijn directly at (709) 533-2196.

## ST. LAWRENCE

## 2009 Healthy Commotion Day

On Friday, October 9, St. Lawrence Academy held its Healthy Commotion Day. Students from K-12 enjoyed a healthy snack for recess which was provided by the school. After lunch students headed off to the gym to participate in an afternoon of fun physical activities. The school was divided into teams which competed in events such as "Over Under Relay" and "Crab Walk". The afternoon ended with teams competing in a tug of war. Much fun was had by all.



Students at St. Lawrence Academy enjoy a fun-filled Healthy Commotion Day.

# Veterans Affairs Canada

## Free Historical Learning Resources

'Remembrance' is an important part of being a well-informed Canadian. How can we truly understand the country we have today without knowledge of the sacrifices and achievements that have been made by our Veterans and current Canadian Forces members to protect the peace and freedom we enjoy?

Veterans Affairs Canada offers educators a wide selection of free, bilingual resources about Remembrance and Canada's military history, from the South African War to today. This includes a wide selection of historical publications like public information sheets and historical booklets, covering many chapters of our military heritage from the First World War to modern-day Canadian Forces efforts. Their two- and three-page public information sheets are ideal for providing a concise overview of a subject, helpful to teachers looking to give their students some historical background in an easy-to-digest manner.

### Veterans Affairs Canada Learning Materials

Veterans Affairs Canada also produces high-quality resources created specifically for educators. Their comprehensive multimedia learning kits offer videos, in-depth historical information, lesson plans and a variety of other resources like posters, music CDs, postcards and information sheets to give educators the tools with which to engage their students. Kits about the First World War, the Second World War, the Korean War, and on-line learning modules focussing on specific military events such as D-Day and the Battle of Normandy, the Italian Campaign, and the Battle of the Atlantic. As well, 'Heroes and Poppies - an Introduction to Remembrance', the '60th Anniversary of the End of the Second World War Teacher's Guide' and the '50 Ways to Remember' information sheet offer a wealth of activities that can be used as starting points to incorporate Remembrance into teaching.

### Veterans' Week Materials

Each year, Veterans Affairs Canada distributes hundreds of thousands of copies of their Veterans' Week youth newspapers across Canada. *Tales of Animals in War* is aimed at youth aged 5 to 11 and introduces concepts of remembrance to a young audience in a gentle manner.

*The Canada Remembers Times* is aimed at youth aged 12 to 18 and explores interesting chapters from Canada's military heritage, from the First World War to today. This year's new edition features stories about First World War flying aces, D-Day and the Battle of Normandy, the Italian Campaign, the Korean War, Canadians in Afghanistan, the contributions of women, Aboriginal-Canadians and visible minorities in uniform, and much more.

*Postcards for Peace* is a learning activity that allows youth to send postcards expressing their personal thanks to those who have served in the cause of peace and freedom over the years. A class pack includes 30 postcards and an instruction sheet with information on how to send the postcards to Veterans or current members of the Canadian Forces serving overseas.



### Other Veterans Affairs Canada On-line Resources

2009 marks the 65th anniversaries of the Second World War's Italian Campaign, and of D-Day and the Battle of Normandy. Veterans Affairs Canada has two dynamic Web features with a wealth of information on these significant events. Students can watch the D-Day and the Battle of Normandy vignette, and the Italian Campaign vignette to hear powerful first-hand accounts from Canadian Veterans who were actually there. A number of other interesting Web features are offered as well, exploring subjects like the 90th anniversary of the end of the First World War, the 55th anniversary of the Korean War armistice, and the Canadian Forces – in the service of peace, Experience Vimy, and Heroes Remember.

Veterans Affairs Canada's array of educational and informational resources can help you meet your provincial curriculum goals while fostering students' understanding of the sacrifices and achievements of those who have served in the cause of peace and freedom.

Visit [www.vac-acc.gc.ca](http://www.vac-acc.gc.ca) and click the 'Youth & Educators' section of the Veterans Affairs Canada Web site today and see what you may have been missing.

Or call Veterans Affairs Canada toll free at 1-877-604-8467.



Valerie Pike

## Local teacher appointed President of CASLT

Well-known and respected French teacher, Valerie Pike, has been appointed as President of the Canadian Association of Second Language Teachers (CASLT). Founded in 1970, the efforts of CASLT are aimed at fostering and advancing second language teaching and learning in Canada.

Valerie's appointment succeeds her role as Vice-President of the association from 2007-09. She has taught French for many years with the Eastern School District and is currently teaching high school students across the province with the Centre for Distance Learning and Innovation (CDLI). Her current role as President of CASLT is a two-year term and will span the fortieth anniversary of the organization. She is the fourth representative from the province to serve as President.

*"As I begin a new role within CASLT as President of the Board of Directors, I am both thrilled and honoured to have the opportunity to represent over 4,500 members who share a passion for second and additional language learning and teaching in our country. So many individuals within the CASLT network are acknowledged or emerging innovators and leaders in language education, and I am grateful for the opportunity to collaborate with them on CASLT projects, activities, and committees."*

*Alors que je commence un nouveau rôle chez l'ACPLS comme présidente du conseil d'administration, je suis à la fois enchantée et honorée d'avoir l'occasion de représenter plus de 4 500 membres qui partagent une même passion pour l'enseignement et l'apprentissage d'une langue seconde et de langues additionnelles dans notre pays. Les innovateurs et leaders reconnus ou nouveaux en enseignement d'une langue sont nombreux au sein du réseau de l'ACPLS, et je suis reconnaissante d'avoir cette occasion de collaborer avec eux sur des projets, des activités et des comités de l'ACPLS."*

(Source: <http://www.caslt.org>)

If you would like to learn more about CASLT, visit [www.caslt.org](http://www.caslt.org).

## BRIAN AYLWARD, 1937 - 2009

It is with great sadness that we announce the passing of former NLTA staff member Brian Aylward on May 8, 2009.

Brian was born in St. Lawrence on September 26, 1937, the son of the late Gordon and Maude Aylward. He attended school in St. Lawrence until Grade 10. In 1951 his family moved to St. John's and Brian attended Holy Cross School until graduation.

Brian was Manager of the Newfoundland Teachers' Association Print Plant from 1978 until his retirement in 1994. Prior to working at the NTA he was Printing Production Supervisor at the Provincial Government Print Plant for a period of 20 years. As a veteran in the printing trade, Brian amassed a wealth of knowledge in all aspects of printing and the print equipment market. He was very skilled in his trade and embraced changes in the production and printing fields.

During his early years in St. John's Brian enjoyed playing hockey, but it was curling that eventually claimed his interest. He curled for many years with friends in an organized league and insisted on one last game even while he was ill.

Brian spent many hours reading. Books, magazines and newspapers were usually close by. His favorite reference book was "A Book of Gardening" given to him by one of his sisters. Brian was an avid gardener (or thought he was!) and many tomatoes have been enjoyed from his vines. A big lover of the outdoors, he enjoyed hunting and fishing, especially in the early years at the NTA with friends and co-workers. In later years he thoroughly enjoyed his weekend trips with family and friends.

Brian was seldom without one of his animal companions. First Chipper and then Jake were loved and cared for by Brian. Jake was his companion in recent years and misses his master and best friend.

Brian had a strong devotion to his family, especially to his Mom and Dad. But this devotion was most evident when Brian became a grandfather. The biggest joy of Brian's life was the time spent with his grandson Angus. There are many wonderful memories of Angus and Brian playing together and he will be remembered as a loving and caring grandfather.

Brian leaves to remember his life, wife and best friend Gail, sons Michael and Ian (Trisha), darling grandson Angus Jacob; brothers Sonny and Ron (Dorothy); sisters Patricia Kieley, Barbara Aylward, Joan Upshall (Willis), Peg Healey (Steven), Madelyn



Kelly (Bill), Judy Gorich (John), and Gwen Maguire, special sister-in-law Joan Marie; as well as a large circle of family and friends.

#### **REGINALD (REG) BONNELL, 1948 - 2009**

After a brief battle with cancer, former NLTA PD Officer, Reg Bonnell, passed away at the Dr. Everett Chalmers Hospital in Fredericton, New Brunswick on September 10, 2009 at the age of 61.

Reg was born in St. John's on May 13, 1948. As his father was in the military, the Bonnell family were posted to various spots across Canada including Dartmouth, Kingston, Rivers (Manitoba) and Wainwright (Alberta). Reg returned to Newfoundland to attend Memorial University where he received his B.A. and B.Ed. in 1971. He completed his M.Ed. at MUN a few years later.

Reg had a lifelong and distinguished career in education. He began his teaching career in Cow Head in 1971 and later worked with the Avalon North School Board in Spaniard's Bay. In 1987 he joined the staff of the Newfoundland and Labrador Teachers' Association where he worked as Professional Development Officer for 11 years.

In 1997, Reg moved to Fredericton, New Brunswick where he worked as vice-principal of George Street Middle School from 1997-98 and then principal of Priestman Street Elementary School from 1998-2000. He then became principal of Leo Hayes High School from 2000-06. In 2006 he accepted a position at School District 18 in Fredericton. In 2007-08 he took a leave of absence from School District 18 to serve as Vice-Principal of the Canadian International School of Beijing in China. In June 2008, Reg officially retired from the New Brunswick school system and returned to China to take a position of 2008-09 Principal of the Canadian International School of Beijing, where he worked until his illness forced him to resign that position in June 2009.

Devoted to his wife, family and education, Reg also had a passion for motorcycle riding, having been a rider since he was 16 years old – and in 2003 purchased his dream bike, a red Honda Goldwing 1800.

Reg is survived and dearly missed by his wife Noreen (O'Keefe) Bonnell of Fredericton; mother, Bernice (Dunne) Bonnell of St. John's; sons: Ian (Angela) of Moncton, NB and Darryl of Alberta; stepchildren: Russell Hogue of Canmore, AB and

Kathleen Hogue of Saint John, NB; two sisters: Vickie (Al) Brown of Fort McMurray, AB and Ivy (Rob) Hoffman of Sherwood Park, AB; sister-in-law, Theresa Kelloway, Dublin, Ireland, and brother-in-law, Ken (Julie) O'Keefe, Paradise, NL; several aunts, uncles, nieces, nephews, cousins and numerous special friends and colleagues.



#### **ANNA BELLE PEDDLE, 1918 - 2009**

Passed peacefully away at the Golden Heights Manor in Bonavista on June 27, 2009, Anna Belle Peddle of Bloomfield, age 91.

Anna Belle began her teaching career at Swift Current in the early 1950s after completing her high school education and gaining her teaching certificate in St. John's. In later years she returned to Memorial University to gain her Bachelor of Education Degree. From Swift Current she moved on to teach at Buchans and Corner Brook, returning to Bloomfield in the late 1950s where she taught Kindergarten until her retirement in 1978.

During her early teaching assignments, Anna Belle also conducted church services which was expected of many teachers at that time in rural Newfoundland. She continued to be very involved with her own church, Heritage United in Musgravetown, at local, eastern district and provincial level, until failing health forced a move into a retirement home in Clarenville in the fall of 2008.

Anna Belle is survived by five of her 11 siblings, numerous nieces and nephews and a large circle of relatives and friends. She will be remembered for her commitment to life exemplified in her love of family, teaching vocation and service to her church.





## Teacher Salary – Teacher Pension Net Income Comparison

by PERRY DOWNEY

**A**s a follow-up to my article "Should I Retire or Should I Stay?" that was published in the May 2009 edition of *The Bulletin*, the following information is an update on the comparison between a teacher's net salary versus a teacher's net pension income, both taking into account the recent salary increase that occurred on September 1 and the recent purchase of 0.2 years of legal work stoppage service that many teachers did take advantage of before the deadline of June 30, 2009.

As has become the case in recent years, the decision to retire after 30 years of service is becoming more and more difficult for some teachers to make than they first realized. Some teachers often say: "when it comes time for me to retire, I'm out of here!!". For some, that may be the case, but for others in recent years, when the time "actually" comes, the decision is really not that simple or easy to make. Many teachers who are contemplating retiring often contact our office to ask questions such as: i) How can I find out the value of my pension when I retire?; ii) How does the amount that I am entitled to receive as a pension compare to what I am earning on salary?; and iii) What impact will staying for an extra year or more have on my pension and my severance pay? These questions, and many other related questions, are factual in nature and thus we can often assist individuals in finding the answers in order for them to make the informed decision.

As was referenced in my article in the May 2009 issue of *The Bulletin*, the Pensions Division at the Department of Finance forwards a Teacher Benefit Statement to each teacher in the fall of each year. This statement indicates the total "Contributions Plus Interest" that a teacher has accumulated in the Teachers' Pension Plan (TPP); the "Average Annual Salary" based on the best five-year average a teacher has had over his/her career; the "Total Service Credit" that the teacher has accumulated in the TPP, including university years, substitute service (if transferred or purchased, and any other service that the teacher may have transferred from other pension plans or pur-

chased during their career); the "Total Accrual Rate" as a percentage; and the value of one's pension "should they be eligible to retire" as of the date printed on the statement. All this information is very important when you are considering retiring and it is the responsibility of each individual teacher to ensure that the information that has been recorded at the Pensions Division and printed on the statement is accurate.

As teachers approach their final few years of teaching, many will often request a breakdown or a comparison of the "take-home" pay they can expect to receive as a pensioner compared with what they are receiving as an active teacher. However, neither the NLTA nor the Pensions Division will calculate an individual's take-home pay because individual personal circumstances, financial decisions, and optional deductions impact one's take-home pay. As well, tax rates and group insurance premiums are subject to change and thus it is impossible to provide an accurate, to the exact dollar, calculation. **Therefore the following calculations are provided for illustration purposes ONLY and are not estimates or guarantees of any individual's take-home pay.**

The tables below are based on a teacher salary at the top of Certificate V, Certificate VI and Certificate VII retiring in June 2010 with a total of 34.0 years of pensionable service, i.e., 30.0 worked years (assuming that the legal work stoppage service of 0.2 had been recently purchased), plus 4 years of university buy-back.

It is also important to note that these tables do not represent a guarantee of the level of net retirement income a teacher will receive, but are generated based on a number of assumptions, including the following:

1. The teacher is retiring with 34.0 years of pensionable service, assuming that he/she did purchase the 0.2 years of service for the legal work stoppage that occurred during the 1982-83 and 1993-94 school years.

2. The pension calculation assumes the full accrual for all years (2.22% prior to January 1, 1991 and 2% since January 1, 1991 except the 1993-94 fiscal year).

In 1993-94, a teacher's accrual will be 0.75% less as a result of government's reduced contribution to the pension during the 1993-94 fiscal year (unless the teacher 'topped up' government's reduced contribution).

3. The estimated group insurance deductions include the Basic/Dependent Life, Basic Accidental Death & Dismemberment (AD&D), Health (Family Coverage), Dental (Family Coverage), and Long Term Disability premiums at April 1, 2009 premium rates. A teacher's other coverages and premium increases would change that estimated deduction.

It is also important to note that Pension Payroll is based on 24 pay periods per annum, whereas Teacher Payroll is based on 26 pay periods.

As the tables indicate, deductions for Canada Pension Plan premiums, Employment Insurance

premiums, Teachers' Pension Plan contributions, and NLTA fees are not applied to pension income. The only two deductions applied to the illustrated pension income are income tax and group insurance premiums (excluding LTD coverage).

For the 2009 taxation year, the maximum annual Canada Pension Plan (CPP) premium contribution is \$2,118.60 and the maximum annual Employment Insurance (EI) premium contribution is \$731.79. Active teachers will no longer have a CPP or an EI premium deducted after the maximum amounts have been reached during the taxation year.

Individual teachers should consult directly with a tax planner or investment advisor if they are looking for a definitive statement concerning income figures applicable to their own circumstances upon retirement.

TEACHER - TOP OF CERTIFICATE V (RETIRING JUNE 2010)		
Annual Salary		\$61,946
Per Pay Period (26)		\$2,383
Deductions	CPP*	\$111.30
	EI*	\$41.23
	TPP	\$222.81
	Income Tax	\$543.63
	NLTA Fees	\$29.79
	Insurance	\$182.42
Net Pay (26 periods)		\$1,251.82
Annual Net Pay		\$1,252 x 26
		\$32,552
*Maximum annual CPP and EI premiums are approximately paid by the 20th pay period. No CPP or EI premiums are paid on the remaining 5 or 6 pay periods, which will increase annual net pay.		
Accrued pension percentage		
Average Salary (5 years)		
Annual Pension	0.7042 x \$61,946	\$39,744
Per Pay Period (24)		\$1,656
Deductions	Income Tax	\$298.04
	Insurance	\$161.12
Net Pay (24 periods)		\$1,196.86
Annual Net Pension		\$1,197 x 24
		\$28,728
Annual Net Difference*		\$32,552 - \$28,728 = \$3,824

\*The annual net difference does not reflect the higher net pay for an active teacher after maximum annual CPP and EI premiums have been paid.

TEACHER - TOP OF CERTIFICATE VI (RETIRING JUNE 2010)		
Annual Salary		\$71,749
Per Pay Period (26)		\$2,760
Deductions	CPP*	\$129.96
	EI*	\$47.75
	TPP	\$258.06
	Income Tax	\$648.85
	NLTA Fees	\$34.50
	Insurance	\$188.43
Net Pay (26 periods)		\$1,416.45
Annual Net Pay		\$1,416 x 26
		\$36,816
*Maximum annual CPP and EI premiums paid by the 17th pay period. No CPP or EI premiums are paid on the remaining 8 or 9 pay periods, which will increase annual net pay.		
Accrued pension percentage		
Average Salary (5 years)		
Annual Pension	0.7042 x \$65,369	\$46,033
Per Pay Period (24)		\$1,918
Deductions	Income Tax	\$384.97
	Insurance	\$161.75
Net Pay (24 periods)		\$1,371.28
Annual Net Pension		\$1,371 x 24
		\$32,904
Annual Net Difference*		\$36,816 - \$32,904 = \$3,912

\*The annual net difference does not reflect the higher net pay for an active teacher after maximum annual CPP and EI premiums have been paid.

(continued on page 10)

**TEACHER - TOP OF CERTIFICATE VII (RETIRING JUNE 2010)**

Annual Salary		\$81,168
Per Pay Period (26)		\$3,122
Deductions:		
CPP*	\$147.88	
EI*	\$54.01	
TPP	\$291.97	
Income Tax	\$820.60	
NLTA Fees	\$39.03	
Insurance	\$190.28	
Net Pay (26 periods)		\$1,578.23
<b>Annual Net Pay</b>	<b>\$1,578 x 26</b>	<b>\$41,028</b>
*Maximum annual CPP and EI premiums paid by the 15th pay period. No CPP or EI premiums are paid on the remaining 11 or 12 pay periods, which will increase annual net pay.		
<b>Accrued pension percentage:</b>		
Average Salary (5 years)		
Annual Pension	0.7042 x \$73,951	\$52,076
Per Pay Period (24)		\$2,170
Deductions:		
Income Tax	\$472.67	
Insurance	\$162.36	
Net Pay (24 periods)		\$1,534.97
<b>Annual Net Pension</b>	<b>\$1,535 x 24</b>	<b>\$36,840</b>
<b>Annual Net Difference*</b>	<b>\$41,028 - \$36,840 = \$4,188</b>	
*The annual net difference does not reflect the higher net pay for an active teacher after maximum annual CPP and EI premiums have been paid.		

**Note:**

- These numbers above represent estimates only and are not intended as a specific calculation of any teacher's net pension income (see earlier comments).
- Teachers retiring with fewer than 34.0 pensionable years are cautioned that the pension income will be lower and therefore these net difference figures will be more substantial in their cases.

In addition to the above, teachers sometimes inquire about the effect on their pension income, should they decide to continue teaching for another year or two. There are two factors which impact the pension calculation if a teacher decides to continue working beyond their "30 years": i) a teacher's pension accrual rate will increase by 2% for each additional year worked; and ii) the five-year average salary applied to the accrual will usually be higher because of the higher salary in the last year(s) worked when compared to salary earned five years earlier.

The table below outlines the "best five-year average salary" for each certificate level based on the new Provincial Collective Agreement salary increases and the estimated "annual gross pension" based on a teacher retiring at the end of each of the next four years, assuming that the teacher would have had 34.0 years of pensionable service (30.0 years of work service plus 4 years of university service) at the end of the 2009-10 school year. Given the table above, 34.0 years of pensionable service at the end of the 2009-10 school year translates into a pension accrual rate of 70.42%. Each additional year of service will add 2% to the pension accrual.

Also, the calculation of severance pay is completed below based on the assumption that the teacher will receive the maximum 40% severance pay entitlement at the end of the school years indicated. In general, severance pay is calculated based on the conditions that: i) the teacher has nine or more "continuous years of service"; and ii) that the teacher receives 2% per year for each year of service, to a maximum percentage of 40%.

If retiring at the end of (year)	% of Pension	Certificate V		Certificate VI		Certificate VII	
		Best 5 Year Avg Salary	Annual Gross Pension \$	Best 5 Year Avg Salary	Annual Gross Pension \$	Best 5 Year Avg Salary	Annual Gross Pension \$
2009-10	70.42	56,438	39,744	65,389	46,033	73,951	52,076
2010-11	72.42	58,926	42,674	68,251	49,427	77,211	55,916
2011-12	74.42	61,617	45,855	71,366	53,112	80,737	60,084

**SEVERANCE PAY CALCULATIONS**

If applying for severance pay at the end of (year)	Certificate V		Certificate VI		Certificate VII	
	Salary	40%	Salary	40%	Salary	40%
2009-10	61,946	24,778	71,749	28,700	81,168	32,467
2010-11	64,424	25,770	74,619	29,848	84,415	33,766
2011-12	67,001	26,800	77,604	31,042	87,792	35,117

Inquiries on any of the above information should be directed to an Administrative Officer in the Benefits & Economic Services Division or to personnel in the Pensions Division at the Department of Finance.

*Perry Downey is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.*

# Teacher Salaries

## A Cross-Canada Comparison

The following is a comparison of teacher salaries at the highest pay category in teacher salary scales across Canada. The figures are the most current available.

able and were provided to the NLTA by the Canadian Teachers' Federation. It should be noted that salaries for Alberta and Manitoba are for those in effect as of September 2008 while the remainder come into effect during different months in 2009. A more detailed comparison of major teacher salary scales in Canada is regularly carried out by CTF and is published in its *Economic & Member Services Bulletin*.

Salary information contained below is based on province-wide salary scales for the four Atlantic provinces, Quebec and Saskatchewan, while Territorial agreements are shown for Yukon, Northwest Territories and Nunavut. For the remaining four provinces, Ontario, Manitoba, Alberta and British Columbia, local collective agreements are in effect and a sample of salary scales from designated jurisdictions is included.

Province/ Territory	Collective Agreement	Salary Category	Minimum (\$)	Maximum (\$)	Steps	Avg. Increment Min. to Max.	
						(\$)	(%)
NL	Provincial	VII	\$61,017	\$81,168	10	\$2,239	3.2%
PE	Provincial	CVI	\$51,753	\$74,046	10 <sup>1</sup>	\$2,477	4.1%
NS	Provincial	ATC3 <sup>2</sup>	\$61,706	\$84,010	9 <sup>3</sup>	\$2,788	3.9%
NB	Provincial	CVI	\$49,617	\$76,345	11	\$2,673	4.4%
QC <sup>4,5</sup>	Provincial	19 yrs.	\$46,227	\$70,352	11	\$2,413	4.3%
ON	Elementary: Ottawa-Carleton	A4	\$51,105	\$87,492	11	\$3,639	5.5%
	Elementary: Toronto	A4	\$51,214	\$87,547	11	\$3,633	5.5%
	London Catholic	A4	\$48,519	\$89,183	11	\$4,066	6.3%
MB	Winnipeg <sup>6</sup> (as of Sept 2008)	7	\$54,716	\$83,262	10	\$3,172	4.8%
SK	Provincial	VI	\$52,260	\$80,957	11	\$2,870	4.5%
AB	Calgary Public (as of Sept 2008)	F	\$56,916	\$86,759	11	\$2,984	4.3%
	Edmonton Public (as of Sept 2008)	6	\$57,223	\$86,918	11	\$2,970	4.3%
BC	Vancouver District 39	6M	\$51,788	\$79,891	11	\$2,810	4.4%
YT	Territorial	VI	\$63,870	\$91,751	11	\$2,788	3.7%
NT	G.N.W.T. <sup>7</sup>	6	\$72,451	\$106,592	12	\$3,104	3.6%

<sup>1</sup> Effective September 1, 2007. Step 2 was eliminated. Scale includes step 3 through 12, resulting in a 10-step scale.

<sup>2</sup> A teacher may obtain certification at the ATC3 level by completing an approved combination of certificate program(s), integrated program and/or degree program(s) provided that within this process is a full graduate credit in research methods and the completion of a graduate degree.

<sup>3</sup> Effective August 1, 2007. Step 1 was eliminated. This deletion will not result in teachers automatically moving one (1) additional increment step on the salary scale. Eventually, this deletion will result in a 10-step salary scale.

<sup>4</sup> For Quebec, the maximum teacher salary requiring a PhD is excluded.

<sup>5</sup> As of September 1, 2005, a single salary structure came into effect and the minimum salary for teachers with 19 years of schooling and no experience represented Step 7 of the 17-step scale, for a total of 11 steps.

<sup>6</sup> Salaries have been revised to include an equivalent 1.35% dental premium employer contribution.

<sup>7</sup> Applies to teachers outside Yellowknife. Teachers in the Yellowknife Public and Catholic School Districts each have separate salary scales.

# Proposed Changes to Canada Pension Plan

by PERRY DOWNEY

In May 2009, as part of their three-year review of the Canada Pension Plan (CPP), the Ministers of Finance from the federal, provincial, and territorial governments proposed some very interesting changes to the current legislation governing the CPP that will affect future retirees. The proposed changes are currently before the Parliament of Canada and, if approved, are scheduled to begin implementation in January 2011, with the majority of changes being phased in over time. Some of the changes that are being considered that will affect future retirees include:

1. For individuals who elect to receive their CPP benefits before age 65, the rate of reduction in CPP benefits will be gradually increased from 0.5% per month to 0.6% per month for each month that a person is younger than 65 years old. This change will be phased in over five years beginning in 2012 and will not affect those who are in receipt of CPP benefits prior to 2012.

E.g., If a person elects to receive their CPP at age 60, the individual's CPP benefit will be reduced by 0.6% per month for each month prior to their 65th birthday, i.e., their CPP will be reduced by 36% (0.6% x 60 months). Currently, the reduction at age 60 is 30% (0.5% x 60 months). The percentage of reduction will remain constant throughout one's life.

2. For individuals who elect to wait until after age 65 to receive his/her CPP benefits, the rate of increase in CPP benefits will increase from 0.5% per month to 0.7% per month for each month that a person is beyond their 65th birthday. This change will be phased in over three years beginning in 2011 and will not affect those who are in receipt of CPP benefits prior to 2011.

E.g., If a person elects to receive their CPP benefit at age 70, their CPP benefit will be increased by 0.7% per month for each month beyond their 65th birthday, i.e., their CPP benefit will be increased by 42% (0.7% x 60 months). Currently, the increase at age 70 is 30% (0.5% x 60 months).

3. The two-month Work Cessation Test will be eliminated by 2012 for those electing to receive their CPP benefits as early as age 60. This change will not affect anyone who is in receipt of CPP benefits prior to the changes being implemented.

Under the current requirements, a person must either stop working or have their earnings reduced for the two-month period prior to and including the month in which the individual elects to receive his/her CPP benefit. Under the proposed change, the two-month cessation test will be eliminated.

4. Anyone under the age of 65 who elects to receive their CPP benefits, and who continues to work after receiving their CPP benefit, will pay CPP premiums to age 65. Anyone over the age of 65 who is in receipt of CPP benefits and who wishes to work beyond age 65 can voluntarily continue paying CPP premiums. If the employee voluntarily continues to pay CPP premiums, their employer must also continue to pay the employer's portion of CPP premiums on behalf of the employee. If a person continues to work while in receipt of CPP benefits, their CPP benefit will be recalculated each year.

Under the current legislation, if a person elects to receive their CPP benefit prior to age 65, they no longer have to pay CPP premiums if they return to work. Under the proposed legislative changes, a person who is in receipt of CPP benefits, and their employer will be required to continue paying CPP premiums to age 65 if the individual decides to return to work. If an individual elects to continue working after receiving their CPP benefit, their CPP entitlement will be re-calculated each year based on the additional CPP contributions and the additional CPP benefits will be increased at a rate of 1/40th of the maximum pension amount per individual for each year of additional contributions. It is therefore conceivable that an individual's CPP benefit can increase beyond the established yearly maximum. Currently, the yearly maximum CPP benefit at age 65 is \$10,905.

5. There will be an increase in the percentage of "drop-out" years on which an individual's CPP benefit is calculated. These changes will not affect anyone who is in receipt of CPP benefits prior to the changes being implemented.

Under the current CPP legislation, drop-out years are deferred as 15% of the lowest years in which a person contributed to CPP are excluded from the calculations. These include any years between the ages of 18 and 60 or 65. For example, if a person elects to receive their CPP at age 60, i.e., 42 years of required contributions between the ages of 18 and 60; 15% (or 6.3 years) of the lowest years are excluded from the calculation of the individual's CPP benefit. If the individual waited until age 65, (47 years of contributions), the drop-out currently would be 6.75 years. Under the proposed changes, the percentage of "drop-out" years will increase to 16% by 2012 (or 6.72 years at age 60; and 7.52 at age 65) and 17% by 2014 (or 7.14 years at 60; and 7.99 years at age 65).

**Note:** For additional information regarding the proposed changes to the Canada Pension Plan, please refer to [www.fin.gc.ca/n08/data/09-051\\_1-eng.asp](http://www.fin.gc.ca/n08/data/09-051_1-eng.asp).

**T**hese proposed changes will have an impact on the value of an individual's CPP benefit, no matter when one elects to receive their benefit. It is advisable that individuals continue to monitor the debate and decisions on these changes since everyone who will be entitled to receive a CPP benefit after the implementation of these changes, if approved by the Canadian Parliament, will be impacted in some manner.

*Perry Downey is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.*



# Promoting Teacher Wellness

by JUDY BERANGER

**W**here would you like to be in ten years? What are you doing today to make that happen?

Likely you all visualized yourself as healthy, with a peaceful heart and in a place where you feel affirmed, valued and making a difference. Teachers are models for primary prevention and wellness. There is no question that teachers have considerable influence – not only on their students and society generally – but also on each other. People look up to teachers and teachers admire colleagues who, regardless of how busy they may be, still seem to find that extra energy and time to care for themselves. Rest assured such outstanding teachers have been very purposeful in setting goals to nurture their own health and well-being. These teachers make an ongoing commitment to focus on personal as well as professional development thus ensuring overall work/life effectiveness. The wellness component of the NLTA's Employee Assistance Program emphasizes the need for teachers to engage in behaviours that develop optimal health – both in the personal and the professional spheres of their lives.

### **Realistic Goals**

At our workshops we are often asked to identify realistic goals that teachers might set to work towards improving or maintaining their health and well-being. Goals are often referred to as dreams with deadlines. Basic goals for people wanting to make a conscious commitment to personal and professional growth include becoming mindful of how they think about many dimensions of their life including exercise, sleep and eating well. Research tells us that thousands of Canadians suffer from illnesses and conditions that can be prevented or improved through regular physical activity. It is important to incorporate activity into our day – even if we start in small steps. The National Center for Chronic Disease and Health Promotion confirms that wellness programs, which include regular sustained exercise, have many proven benefits including: reduces feelings of depression and anxiety; helps control weight; helps build and maintain healthy bones, muscles

and joints; reduces the risk of dying prematurely from heart disease; reduces the risk of developing diabetes; helps reduce blood pressure in people who already have high blood pressure; reduces the risk of developing colon cancer; and overall promotes psychological well-being. Numerous research articles confirm that when we are committed to wellness activities we can welcome improved health, quality of life and longevity.

I once heard the story of a school teacher who noticed an injured worm laboriously crawling across the floor of his classroom. The back part of the worm was dead and dried up, but was still attached to the living part by just a thin thread. As the teacher studied the strange sight of the poor worm pulling its dead part across the floor, a little girl ran in and noticed it there. Picking it up, she said, "Oh, little worm, when are you going to lose that dead part so you can really live?" There's a life lesson in this story for each of us. Are you dragging any "dead parts"? "SMART" goals (Specific, Measurable, Attainable, Realistic, Timely) focusing on health and wellness certainly can move us to caring for the living parts!

It is critical that teachers avail themselves of ongoing health and wellness opportunities that can support and strengthen them through the myriad of challenging experiences they must face on a daily basis. It is teachers with their knowledge, experience and foresight that bring hope and inspiration to the world of tomorrow. As every experience impacts and registers itself on our body and energy system we need to focus on our response to these life events and on what we can do to remain passionate and proactive every step of the way.

Actively investing in a constant goal of supporting and/or improving teachers' overall health raises awareness of quality of life, invites ongoing participation, and provides measurable outcomes. Stressors that inevitably can lead to early onset of illnesses such as diabetes, cardiovascular disease and cancer will be reduced. Underlying these diseases are social trends that reduce physical activity, increase calorie consumption and the continued use of tobacco, alcohol and other drugs. Provincial Health Authorities are

great models for us with their newly established no smoking policies. Examples of school goals include:

- Promoting at least one wellness activity for teachers in each school
- Promoting policy development that encourages opportunities to integrate prevention and wellness programs for teachers
- Hosting wellness days for teachers with measurable outcomes
- Recognizing the teachers and schools who promote a culture of wellness and disease prevention in their professional environments.

#### **What do you do for a living?**

How many times do we introduce ourselves by saying our name and occupation, or have met someone who asks "What do you do for a living?" When you answer, "I am a teacher", most people know that you are in a profession dedicated to promoting personal growth, sharing wisdom, demonstrating appreciation for students while guiding them towards their potential. EAP workshops address personal growth, bring support and provide the latest in wellness research to teachers.

Goals are about moving out of your comfort zone and applying them to the many dimensions of your life. Having mini goals for each day can be very helpful in preparing for the larger goals. Looking back and listing your past successes can instill the confidence needed to move forward. Tracking your success can be helpful as it reminds you to do daily/weekly activities that will help achieve your goals. A goal is to focus your energy on what you can do, not what you can't do. It is good to anticipate hurdles and view them as an opportunity to learn.

It is a challenge to take the time to set goals, but if we do not chart out our own journey, someone else will. It is important to be clear about goals and be certain their attainment will take you where you want to go. There is the story about a couple in their sixties walking along the beach. The man finds a bottle and on removing the cork a genie pops out and says, "I will give you each one wish." The women said that they had been poor most of their lives and she wished for great riches. Poof! She was rich. Next the genie turned to the man. "I wish I had a wife thirty years younger than I am" and "poof" the man was 90 years old!

#### **What is something I can do this week to focus on wellness?**

There are many areas from which to choose, so let's start with something as basic and necessary as food. It is always helpful to review your food intake. Here are the facts:

- The same foods that are heart-healthy are brain-healthy, so avoid artery-clogging saturated fat and try for omega-3 fatty acids, found in foods like fish and nuts.
- Eat dark-skinned fruits and vegetables, which are particularly high in brain-healthy vitamins, E and C.
- Many research studies are reporting that eating dark-green leafy vegetables, such as spinach, improves cognitive function.
- B vitamins and folic acid, found in cereals, breads and fruits such as strawberries, are important for overall health.
- Foods such as apples, almonds, blueberries, broccoli, red beans, salmon, spinach, sweet potatoes, and vegetable juice can go a long way to helping us stay on the wellness path.

#### **Reflection Time**

Whatever you choose as an intentional start to your wellness commitment remember also the value of reflection time – time that gives us inspiration as to how we can grow and make a difference in the world. I would like to end with a thought provoking and inspiring reflection:

*"People can be unreasonable, illogical, and self-centered; forgive them anyway.*

*If you are kind, people may accuse you of selfish, ulterior motives; be kind anyway.*

*If you are successful, you will win some false friends, and some true enemies; be successful anyway.*

*What you spend years building, someone could destroy overnight; build anyway.*

*If you find serenity and happiness, others may be jealous; be happy anyway.*

*The good you do today, people will often forget tomorrow; do good anyway.*

*Give the world the best you have, and it may never be enough; give the world your best anyway.*

*In the final analysis, it is up to you. It was never between you and them anyway."*

*(adapted from Mother Teresa)*

Judy Beranger is a wellness and employee assistance coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Judy Beranger (ext. 265) or Claudette Coombs (ext. 242). Suggestions for future articles for this section are welcomed.

# Johnson Inc.'s Members Only Website

## *Online Tool Allows Teachers to Make the Most of Their Insurance Needs 24/7*

Johnson Inc. has been the plan administrator of the NLTA Group Insurance Program since inception of the NLTA program in 1964. As plan administrator and plan consultants, Johnson Inc. performs numerous insurance services in the area of consultation, administration, underwriting agreements, payment of claims, and collection and distribution of premiums. A significant service provided by Johnson Inc. in recent years is the creation, development, and maintenance of a Members Only Website, which is the subject of this article.

All teachers (active and retired) who are members of the NLTA Group Insurance Program can access the Johnson Inc. website at [www.johnson.ca](http://www.johnson.ca) and using an individual password and confidential PIN, access the Members Only Website.

On the Members Only Website, a teacher is able to review his/her group insurance coverage and benefits. As examples, if a teacher is unsure of his/her coverage, or who is the beneficiary, or how much is the premium, or what is covered, then a click of the mouse at the teacher's convenience is all it takes to obtain the desired information. The teacher can e-mail his/her personal service supervisor from the website to obtain any additional information required.

A major feature of the Members Only Website for a teacher is the ability to review his/her personal claims history. If, as examples, a teacher wishes to know such information as when he/she can claim glasses again, or when the last dental claim has been made, or how much of the physiotherapy benefit is still available for this year, claims information is easily available to the teacher in a secure and confidential manner.

Another example of the convenience of the use of this site is the ability of a teacher to print his/her income tax receipt if using health/dental premiums as part of

the medical expenses deductions which a teacher may be claiming on his/her income tax. In this manner, no phone calls to Johnson's or waiting for the mail is required. Simply print the receipt on a home computer.

Teachers can also print personalized claim forms, review the benefit coverage and policy information, and will soon be able to print application forms for various coverages.

Teachers who have home and auto insurances with Johnson Inc. can view information related to limits and deductibles, coverage, policy numbers, vehicle description and identification numbers, policy dates, and all drivers insured under a given policy. The Members Only Website automatically provides policy-holders with some recommended coverages that they may need for their own protection.

The Members Only Website was developed by Johnson Inc. at no additional cost to NLTA members and was developed for the convenience of members. As President of Johnson Inc. Ken Bennett states, "We know teachers are busy. Through our Members Only Website we are giving teachers, as our customers, the opportunity to address their insurance needs on their own time, and their own terms, no matter what time of the day."

To gain access to the Members Only Website to obtain a password and PIN, first time users can contact their personally assigned Service Supervisor Rosann Hyde (A-K) 737-1639 or Rhonda Tucker (L-Z) 737-1559 or call long distance at 1-800-563-1528, or go on-line and use the on-line request form at [www.johnson.ca](http://www.johnson.ca).





# 2009 MUN Alumni Award for Outstanding Community Service

**H**arold Mullowney, a teacher at St. Kevin's High School in Goulds and President of the Waterford Valley Branch of the Newfoundland and Labrador Teachers' Association, has been awarded this year's MUN Alumni Award for Outstanding Community Service for his exceptional community service.

The Alumni Award for Outstanding Community Service acknowledges alumni who have given of themselves to improve the lives of people and their communities. Recipients of this award will have demonstrated exceptional community and volunteer service at home and/or abroad that has made a difference to the well-being of others.

Mr. Mullowney has yet to campaign for a seat on the Bay Bulls council. It's not that he doesn't believe in local government – far from it, he has served as a mayor, deputy mayor and a councilor – but he is simply too busy to do it the old-fashioned way. On the other hand, he doesn't really have to – Bay Bull residents quite happily volunteer to do that for him.

And that's not surprising when you look at the remarkable record of this community champion. A high school science teacher with an MA in philosophy, Mr. Mullowney has a broad range of interests and they all converge in his love for Bay Bulls and the Irish Loop area.

With the collapse of cod fishery in the 1990s, the community of Bay Bulls was on the ropes, but people like Mr. Mullowney were not ready to give up. He firmly believed that if the community pulled together and developed a diversified and integrated economic base, they could become a model for small community economic development.

Through a series of partnerships and cost-saving measures, the council, with Mr. Mullowney as its driving force, created a transparent and cost-effective system encouraging private investment and mixed industrial development as well as tourism and agriculture revival.

Being a teacher, Mr. Mullowney understood that economic development has to go hand-in-hand with community development. He championed such projects as investment in the local library, family resource centre, soccer field and playground areas. He endorsed the East Coast Trail stewardship agreement and supported the expansion of the trail near the community. A man of many talents and interests himself, Mr. Mullowney is active in a range of community initiatives from those promoting environmental stewardship to history and heritage preservation groups.

His work did not pass unnoticed and in 1997 he was recruited to serve on the Irish Loop Development Board, one of the 20 regional development boards in the province. His service there was no less impressive than the achievements in his own community. Under his leadership, and he is the longest serving chair of an economic development board in the province, the board has created an extensive development plan encompassing new and traditional economic activities. He also ensured that the composition of the board reflects the diversity of the region's population. The board has also achieved gender equality in terms of its composition. Mr. Mullowney's work was recognized in 2004 with the Community Economic Development Award for Outstanding Individual Achievement.

*(Information and photo for this article were obtained from the Office of Alumni Affairs and Development at Memorial University of Newfoundland.)*



Harold Mullowney

# Prime Minister's Awards for Teaching Excellence

On World Teachers' Day, October 5, 2009, Prime Minister Stephen Harper announced the recipients of the 2009 Prime Minister's Awards for Teaching Excellence. The Prime Minister's Awards for Teaching Excellence honour Canada's outstanding and innovative elementary and secondary school teachers. This prestigious award recognizes teachers in all disciplines who instill in their students a love of learning and who use information and communications technology to help students meet the challenges of a 21st century society and economy. Three Newfoundland and Labrador teachers have been recognized by the Prime Minister's Awards for Teaching Excellence.

All recipients receive a certificate and pin, along with a letter from the Prime Minister. Recipients of the Certificate of Excellence receive a cash award of \$5,000 to share equally with their schools. Recipients of the Certificate of Achievement receive a cash award of \$1,000. Funds may be used for professional development or equipment, resource materials, website development, teaching aids, or other tools to improve teaching and student learning.



Ronald Blair is presented with his Certificate of Excellence Award by Prime Minister Stephen Harper at an awards ceremony in Ottawa in October.

**Ronald Blair**, a teacher at Eric G. Lambert School in Churchill Falls, was presented with a Certificate of Excellence at a special awards ceremony in Ottawa on October 5.

Ron teaches History, Physical Education and French in Grades 7 to 12. He has taught in schools with no facilities and currently teaches at one that, although in a remote community, has access to all the facilities the town has to offer. As a "jack of all trades," he has taught a wide variety of subjects and worked with students from Kindergarten to Grade 12 in 24 years on the job. No matter what he is asked to do, he throws himself into it with energy and enthusiasm and, more importantly, with all the intelligent creativity he can muster.

Recognizing the potential for information and communications technology to end the academic isolation of students in far-off communities such as Churchill Falls, Ron quickly brought technology into the classroom, giving students access to libraries and information from all over the world. He also uses technology to enhance his teaching and improve student performance and opportunities, such as participating in an online geography challenge.

Ron regularly integrates social studies with other subjects and school activities. He has worked with English teachers to improve students' writing skills in assignments for history class. He has also led multi-disciplinary and multi-grade projects with drama and English students.

In a previous teaching job, Ron was faced with the challenge of teaching physical education without a gymnasium or multi-purpose room. He improvised and taught a program that included activities such as balloon volleyball and hand hockey in the classroom, snow golf and snow football on the frozen harbour, and Inuit games. In recognition of his efforts, his school was awarded the Quality Daily Physical Education Award from the Canadian Association of Health, Physical Education and Recreation an incredible nine years in a row. His students have also made provincial and Canada Games teams and won provincial championships in three sports.

Ron believes that adaptability, creativity and innovation are keys to teaching. Since there is so much competition for students' attention, he says, teachers must constantly adjust their approach in order to provide a quality teaching experience. In addition, he believes that teachers must interact respectfully with students to empower them to be confident, independent and creative, and comfortable showing their talents and expressing themselves.

**Bonnie Campbell**, a teacher at Bishops College in St. John's, is a recipient of a Certificate of Achievement.

Bonnie teaches English Language Arts in Grades 10 to 12. Ever since she began her career as a volunteer teacher in Thailand, Bonnie has first and foremost been an English teacher. She loves language and literature, and she knows how they can enrich and improve students' lives. No matter what else she involves her students in – filmmaking, video and computer technology, clubs, trips and projects – she is always teaching them English.

Bonnie created a filmmaking unit for Grade 10 basic English students. Based on her research as a graduate student, she designed the unit to help students on the wrong side of the Digital Divide to gain technology and language skills. Students learn about filmmaking and then create storyboards, and shoot and edit their own films.

Bonnie supplements literature studies with computer, radio and film resources. For example, she designed her own teaching web site with numerous resources for students and parents. She had students reading *Baltimore's Mansion*, a novel about Newfoundland's decision to join Canada, listen to a radio documentary on the topic. She asked other students to compare and contrast four film versions of *Macbeth*.

Bonnie pioneered many youth filmmaking initiatives. She is a founding member of the Framed Media Camp, which connects young filmmakers with industry professionals through the St. John's Independent Women's Film Festival. She also helped design and deliver a screen arts certificate program for students, and was a founding member of the Screen Arts Student Festival.

Bonnie motivates her students to achieve and succeed. She stresses the importance of completing and submitting assigned work, and then gives students detailed feedback and lets them "edit for credit" to gain extra marks. She also gives students who are really struggling numerous chances to complete their courses.

**Byron Hiscock**, a teacher at Exploits Valley High School in Grand Falls-Windsor, is a recipient of a Certificate of Achievement.

Byron teaches Level I and II Math and was introduced to education's big picture in a small town. His first teaching post was in Postville on the northern coast of Labrador, where he taught as many as 16 courses per year. He gained valuable lessons about how children learn in different ways and different situations, and he continues to apply those lessons to the mathematics courses he teaches today.

Byron developed S.O.S. (Save One Student) to help students who are struggling with mathematics in their senior high school years because they lack confidence and are low risk takers. The program makes extra learning time available to students who did not fully develop their math skills in junior high grades. Students who take part reinforce their understanding of math concepts and sharpen their skills.

Students in the S.O.S. program significantly improved their grades in math, with the class average going from 49 percent one year to 62 percent the next. Moreover, Byron has also increased student enrollment and successful completion of the school's university preparatory math course. In 2008-09, 88 percent of students registered for the course, compared to only 71 percent of students in 2005-06. In addition, the average class mark increased from 65 percent to 74 percent over that time.

Byron is the chair of the annual Pi Day Committee, which organizes a school-wide math competition, involving more than 500 senior students. He and the committee spend hours writing letters and visiting local businesses to develop partnerships and solicit prizes. He ensures that all students can participate by incorporating into the competition appropriate problems for students at every grade level and for differing learning abilities.

Byron believes that every student is capable of succeeding and that it is his job to enable them to do so by creating, with humour and genuine interest in students, an environment in which students know they are important to their teacher and peers, and are encouraged to care about succeeding. He believes that the best learning environment will also be safe, stimulating and will feature different styles of presentation to allow students with different learning styles to respond.



**Bonnie Campbell**



**Byron Hiscock**

## *Physical Education SIC*

# District Teacher of the Year Award

**G**ord Casey, a physical education teacher from the Western School District, was recently presented with the "District Teacher of the Year Award" from the Physical Education Special Interest Council of Newfoundland and Labrador. Gord was recognized at the provincial PESIC conference held on September 18-19 for his dedicated service and contribution to physical education in the province.

Gord presently teaches grades K to 9 at St. Peter's Academy in Benoit's Cove. Carol Ann Eldridge, Principal at St. Peter's Academy says Gord's dedication and commitment to the students and his profound professionalism are more than prevalent in his day-to-day interactions around the school. His methodologies extend far beyond the walls of the classroom and his interest and dedication to his students are demonstrated through his knowledge and delivery of the physical education curriculum. "Gord works hard each day to motivate students and to optimize their participation in physical activity."

Gord delivers an exceptional physical education program at St. Peter's Academy. The program is based on the provincial education curriculum outcomes and is largely enhanced by Gord as he adds many activities to attract students and to keep them interested. He also extends the regular curriculum by offering several opportunities for students to become involved in after school physical education activities. Gord inspires his students by encouraging them to become involved in programs such as: Cross Country Running Club, Cross Country Ski League, Downhill Skiing, the "Up The Hill Annual Run" and the Terry Fox Run to mention a few.

Canoeing/kayaking courses; snowshoe classes and snowshoe hikes; the District's "My Big Back Yard" canoe program at Kildervil Camp; District mini courses; GPS instruction; the St. Peter's Academy K-9 winter outing/boil-up as part of Education Week activities; winter outing and boil-up for Grades 2 and 6 classes from C.C. Loughlin School in Corner Brook; the elementary cross country ski races at BMD Ski Club; the school's intramural program; the Athletic Awards program and student outings. Gord runs all of these programs and encourages the students to

become involved. There is a high level of participation by students and this is largely due to Gord's approach. Students simply love this teacher.

Ms. Eldridge says Gord is always there to help staff and students. His sensitivity to the needs of others is demonstrated through his words and actions on a daily basis. At any given time throughout the day, Gord can be found offering words of support to a student or a staff member who may be experiencing some personal difficulty. His actions speak for themselves. Gord leads fundraisers for people in need, lends moral support and gives of his time to ensure that all students have an opportunity to experience all facets of learning.

Gord is a true role model for students. When not leading a group of students, Gord himself can be found working out or participating in major long distance runs in the province. He is an avid Cross Country Skier, canoer, kayaker, snowshoer and hunter.

From a professional development perspective, Gord is always conscious of in-services that are offered, especially for new programs, and he informs administration that he would like to attend. Upon his return to the school, Gord is always eager to share information with students and teachers.

Congratulations Gord!



**Gord Casey (left) is presented with the "District Teacher Of The Year Award" from the Physical Education Special Interest Council of Newfoundland & Labrador. Presenting the award is Georgina Etheridge, PESIC representative for Western Newfoundland.**

# Eastern School District 2009 Awards of Excellence Recipients

In 2009, the Eastern School District launched a new employee recognition program to celebrate the accomplishments and achievements of employees who support student learning and success. Over 100 nominations were received in four categories.

The 2009 Awards were presented on October 2, 2009 by CEO/Director of Education, Ford Rice.

The 2009 recipients are:

#### **Teaching Excellence Award**

- Carol Wadden, O'Donel High School, Mt. Pearl
- Ellis Coles, Paradise Elementary, Paradise
- Donald Perry, Holy Name of Mary Academy, Lawn
- Elaina Johnson, Bishop White School, Port Rexton
- Norm Littlejohn, St. Francis School, Harbour Grace

#### **Leadership Excellence Award**

- Kathleen Hickman, Vice-Principal, O'Donel High School, Mt. Pearl
- Kathleen Roul, Principal, Holy Name of Mary Academy, Lawn
- Susan Oke-Cumby, Principal, Carbonear Collegiate, Carbonear
- Bridget Ricketts, Vice-Principal, Bishops College, St. John's
- Charlotte Barrington, Principal, Holy Trinity Elementary, Torbay

Other Eastern School District employee award recipients included:

#### **Exceptional Managerial Service Award**

Maureen Sheppard, Administrative Assistant, Finance Division, District Office, St. John's

#### **Support Staff Excellence Award**

Margaret Devine  
Secretary, Holy Heart of Mary High School, St. John's



2009 award recipients: front row, L-R: Margaret Devine, Ford Rice, Carol Wadden; second row: Maureen Sheppard, Kathleen Roul, and Elaina Johnson; third row: Susan Oke-Cumby and Norman Littlejohn; back row: Charlotte Barrington and Ellis Coles. Missing from photo: Bridget Ricketts, Kathleen Hickman and Donald Perry.



# Vive la Différence!

by BEVERLEY PARK

You've likely heard the self-deprecating quote "I wouldn't want to belong to any club that would have me as a member." It came to mind as I heard a news item about a neighbourhood which was banning clotheslines. Not a neighbourhood I would want to live in, for sure! My initial reaction was to roll my eyes at the idiocy of "mainlanders." Then, horror of horrors, I find that there are actually some places right here in Newfoundland and Labrador considering the same ban. This seems rather ironic when clothes flapping in the breeze off an outstretched clothesline (not one of those silly contraptions where things are bunched together on a grid of short strings) is one of the signatures used in tourism ads. Even more ironic is that this is coming at a time when we are all talking about erasing our ecological footprint. I guess if we wipe up that footprint with a cloth rag, we won't be able to hang it on the line to dry!

**"I believe that the vastness of the landscapes and the seascapes have trained us to look beyond that which is on our doorstep, to imagine that there is a whole different world beyond what we know and can see."**

I ask you, what will be next? What else will we try to eliminate or distill to the point where it has lost its uniqueness. When I drive through some of the newer neighbourhoods in towns in Newfoundland, I can't help but think of Pete Seeger's "Little Boxes," in which he refers to houses as being "all made out of ticky-tacky and they all look just the same!" There is not a hint of the character of the families who live within. Are they all the same too? These (not-so) little boxes are quite a contrast to the multiple designs and colours of the houses in the older sections of a town or in the more rural communities of the province.

One of the things I treasure about being from this place is that I think we are different – and I like dif-

ferent. We have many and distinct ways of speaking. I always smile when people talk of "a" Newfoundland accent. That's like saying that blue is blue, without recognizing the shades and hues, the spectrum of all the colours that are blue. I remember the stories my brother and sister told of having to enrol in elocution lessons when they first went to university in St. John's from our small community in the Bay of Islands. I have heard stories of francophones on the Port au Port peninsula who were subjected to punishment for speaking their own language. Both these examples are evidence that in the educational system we have long honoured sameness and felt that differences must somehow be "fixed."

Our differences go well beyond the way we speak. I believe that the vastness of the landscapes and the seascapes have trained us to look beyond that which is on our doorstep, to imagine that there is a whole different world beyond what we know and can see. I am inspired by people like the women in St. Lawrence who, without knowing the difference, tried to scrub Lanier Phillips, a man rescued from a shipwreck, til he was clean – i.e. white. Once they learned that his black skin was natural, they didn't reject him or assume that he was any less a person; they used their encounter with him to expand their own knowledge of the world. For Lanier Phillips being treated with dignity and respect, regardless of the difference of his skin colour, which at home had been the basis for discrimination, was life changing.

So, the question is whether we appreciate and celebrate that which makes us different or do we try to be just like everyone else? Do we appreciate and respect differences in others or do we seek to create uniformity? As teachers, it is something we should consider when it comes to our students. In many ways it would be so much easier if they were all the same – maybe not easier for them, but certainly easier for us! Think of the students in your school who are somehow "different." What is it that makes them so? Is it nationality or colour of skin? Is it ability or disability? Is it personal style – dyed hair, baggy jeans, whatever? How are those students treated? Is their difference a nuisance which creates problems? Or is

it valued because it adds to the mosaic of the school?

How we treat difference sends a very important message. We are short changing the students when we expect them to all be the same, when we think equal treatment is fair treatment. We may be fulfilling part of the educational mandate, but if we are not nurturing the unique talents and interests of the individuals in our schools, we are missing an essential element of a real education. We have come a long way in policy and "talk" about acceptance of diversity and non-discrimination, but I am not convinced that our practice is keeping pace with the rhetoric.

As I was writing this article, I was reading "The Wayfinders," a book by Wade Davis and the text of the upcoming Massey Lectures on CBC radio. I couldn't help but draw the links between our desire for conformity and sameness and what he describes as the loss of languages and cultures, particularly indigenous cultures, leading to an homogenous world, a monoculture, an impoverished world. Not a world I would want to inhabit, for sure!

#### **For Follow-up**

I highly recommend that you listen to the Massey Lectures, to be broadcast on CBC Radio in November and which will be archived on the CBC website – or read "The Wayfarers: Why Ancient Wisdom Matters in the Modern World," by Wade Davis, published by House of Anansi Press, 2009.

If you do not know the story of Lanier Phillips and his life-changing encounter with the women of St. Lawrence after the wreck of the USS *Truxton* in 1942, it is well worth exploring and sharing with your students. Simply Google "Lanier Phillips."

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*Beverley Park is Senior Administrative Officer in the Professional Development Division of the NLTA.*



# COSS & NLTA Present Dr. Richard Lavoie

by GEORGE TUCKER

The Council of Special Services (COSS) and the Newfoundland and Labrador Teachers' Association hosted internationally acclaimed educator and learning disability expert Dr. Richard Lavoie (producer of the popular F.A.T. City Workshop) on October 5, 2009 at the Delta Hotel in St. John's. Over 800 educators from around the province packed into the Delta Hotel Avalon Ballroom to hear Dr. Lavoie's informative and entertaining presentation.

Dr. Lavoie gave two separate, but yet connected, presentations. The morning session focused on *The Motivation Breakthrough: 6 Secrets to Turning on the Tuned-Out Child*.

Lavoie stated that every learning theory from Maslow to Gardner has "motivation" as its initial and fundamental step. However, he feels that few teachers have a repertoire of effective motivational strategies and techniques. In the classroom teachers tend to use a "one size fits all" approach by attempting to motivate all students with one single reward system, star chart or grading policy. His morning seminar presented an innovative and field-tested model that enables teachers to better understand and foster student motivation at all grade levels.

The workshop began with an exploration of some of the common misconceptions related to student motivation and some of the common strategies that are, simply, ineffective (competition, reward systems, punishment). Specific approaches and strategies were then presented that enable teachers and parents to motivate students...and maintain that motivation throughout the school year.

This opening workshop, based on the book by the same name, encouraged teachers to examine and identify each child's "motivational" style and to design motivational strategies that will inspire the child to reach his or her potential.



## Objectives for the Morning Workshop:

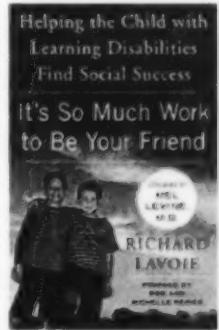
- That the participants understand the three basic truths about classroom motivation.
- That the participants re-examine the basic classroom approaches (e.g., competition, punishment, reward systems, etc.) and recognize the relative ineffectiveness of these strategies.
- That the participants recognize the six factors that motivate human beings (gregariousness, autonomy, etc.)
- That the participants translate these factors into practical, pragmatic classroom strategies.

The afternoon session zeroed in on the content of Dr. Lavoie's book, *It's So Much Work to Be Your Friend: Helping the Child with Learning Disabilities Find Social Success*.

Dr. Lavoie explained that extensive studies have examined students with learning disabilities who have experienced chronic failure in mainstream classes and adults with learning problems who have been unsuccessful in the work place. Invariably, these studies have clearly demonstrated, according to the presenter, that this failure is due to the person's social skills, not his academic skills. Dr. Lavoie emphasized that the majority of people with learning disorders have marked difficulty perceiving, understanding and responding to social situations. Social isolation, rejection and humiliation are often the result.

The afternoon two-hour seminar explored the relationship between learning disabilities and social incompetence and identified the specific causes for specific social skill deficits. Field tested strategies were presented that can be used by parents, teachers, coaches and caregivers to assist students in gaining peer acceptance and developing age-appropriate social skills.

Among the topics covered were:



- The impact of social incompetence upon the daily life of children.
- The direct correlation between social skill deficits and learning disabilities.
- The generic nature of social skill deficits
- A review of the history of social skill instruction and the weaknesses of the current approaches
- The impact of paralinguistics (non verbal language) on the development of social competence.
- Helping the child develop friendships and positive peer relationships.
- The use of Social Skill Autopsies to improve interaction skills.
- Teaching the Hidden Social Curriculum to children to improve peer acceptance.
- Factors that enhance children's social acceptance.

**Objectives for the Afternoon Workshop**

- That the participants understand the link between learning disabilities and social competence.
- That the participants be familiar with terminology and concepts related to paralinguistics.
- That the participants be familiar with the dynamics of childhood reputation.
- That the participants learn five strategies designed to foster and promote social acceptance in the classroom and community.

The 800+ conference delegates gave Dr. Lavoie a standing ovation at the conclusion of the afternoon session. While the participants had sat through a brace of two-hour presentations, the time literally flew by. The positive response of the attendees is a true testament of Dr. Lavoie's presentation skills that demonstrated his expertise of presenting complex, detailed information with a generous dose of humour and story-telling woven throughout. No doubt his stories, both humorous and sad, will resonate with those present for many years to come.



**L-R: Keith Adey, President of COSS; Dr. Richard Lavoie; Lily B. Cole, NLTA President; and George Tucker, NLTA PD Administrative Officer.**

To ensure that participants can review the concepts of Dr. Lavoie's presentation in greater detail at

a more personal and leisurely pace, each delegate was provided, as part of their registration fee, a copy of one of the books listed above. Other books by Dr. Lavoie were also available for purchase.

Special thanks must be extended to Keith Adey, President of the Council of Special Services (COSS), and his Executive for sponsoring and organizing another wonderful professional learning workshop for the educators of Newfoundland and Labrador.

If you are interested in discussing this workshop in more detail, or if you would like access to the resources used by Dr. Richard Lavoie, contact George Tucker at [gtucker@nlta.nl.ca](mailto:gtucker@nlta.nl.ca).

*George Tucker is an Administrative Officer in the Professional Development Division of the NLTA.*

# 2009 Historica Canadian Battlefields Foundation Study Tour

by MARY VAN THIEL

From July 7-18, I participated, along with 11 other high school educators from across Canada, in the annual Canadian Battlefields Study Tour of Belgium and Northern France that explored Canada's participation in the First and Second World. The Battlefields Tour included experts such as Blake Seward of Smith's Falls (winner of history teaching awards from both the Governor General and Prime Minister) and Professor Lee Windsor, Director of Gregg Centre for the Study of War and Society, University of New Brunswick. Historica coordinated this tour jointly sponsored by the Canadian Battlefields Foundation, the Laurier Centre for Military, Strategic and Disarmament Studies, and Veterans Affairs Canada.

The respect and reverence that is shown for all fallen soldiers in France and Belgium is astronomical. "The Canadian flag with the personal inscriptions on the headstones", according to 2006 tour participant Larry Smith, "show that these soldiers, many of them young, are being remembered on foreign soil." The important role Canadian soldiers played throughout the First and Second World Wars took on a new dimension for all teachers as we stood in the fields and on the beaches of these conflicts to gain a better understanding of why people go to war.

The first half of the tour focused on World War I. Every night the town of Ieper, Belgium stops traffic at Menin Gate at 8:00 p.m. As *The Last Post* plays, 55,000 soldiers of the Commonwealth with no known grave are honoured in front of hundreds of people. We had the opportunity to visit John McCrae's field hospital at Essex Farm and stand in Flanders Fields as the poppies blew in the wind. The Canadian memorial of the brooding soldier where Canadian soldiers withstood German gas attacks is a symbolic monument showing the respect that soldiers have for their fallen comrades. This is considered to be the second most important site of all our war battle sites. It gave me a better understanding of trench warfare and what our soldiers went through during these horrible times. Soldiers had to fight in trenches, at times filled not only with water, but also with the bodies of their fallen comrades. It was the biggest blood bath of the war.

We then drove to Passchendaele and visited the Tyne Cot Cemetery, which is the largest British cemetery in the world. The fields are littered with large amounts of shrapnel and Blake's nine-year-old son Ben spent his time collecting shrapnel for teachers so we could actually hold and touch it. The trip also included stops at Vimy Ridge and the Somme offensives of Beaumont-Hamel and the Courcelette. The Canadian National Vimy Memorial is a symbol of the war as a whole. It is Canada's most impressive tribute overseas to those Canadians who fought and gave their lives in the First World War. It stands as a tribute to all who served their country in battle in that four-year struggle and particularly to those who gave their lives. During this time, the Canadian army started to change in how they gathered information. They not only used air photography, they borrowed ideas from our First Nations Peoples and used night raids to reduce the defenses of the German army. An opportunity was given to tour the tunnels and see the trench system at Vimy and realize how close the enemy was during each battle.

As part of the Lest We Forget Project, all teachers



Mary van Thiel (far left) with Study Tour participants at the St. Julien Memorial of "The Brooding Soldier", a Canadian war memorial and small commemorative park located in Saint Julien, Belgium.

prepared a biography of a soldier who died in World War I or World War II. The Library and Archives of Canada provided basic information to all participants so teachers could gain experience in using primary documents from this great national resource. We then prepared a five-minute biography and told the story of that individual soldier's life at the graves or memorials where the names of the fallen are inscribed. In most cases that soldier's story has never been told. At Beaumont Hamel the two teachers from Newfoundland were able to tell their soldier's story. My soldier was from Brigus, and was a member of the First Five Hundred to go overseas during World War I. It was a very emotional moment telling his short life story and looking at the trenches where whole divisions were killed in a few hours. At the opening day of the Somme offensive the Newfoundlanders walked across open ground into the machine guns of the German defenders. Few made it past the Danger Tree into No Man's Land. A replica representation of the twisted tree now stands at the spot where Trevor Rowe, Newfoundland teacher from Queen Elizabeth Regional High School, told the story of his soldier. The park still has the preserved trench lines and, Y Ravine, the German defense line, is still visible. Both Newfoundland soldiers are still lying in the trenches. For many teachers, getting the opportunity to tell their soldier's story was the most moving part of the tour. Taking headstone rubbing at the graves of the soldiers intensified the connection to their soldier and they can be used in the classroom to show our students how young many of the soldiers were. We could use a similar idea when we visit graveyards of our fallen soldiers in any community in Canada.

The second half of our trip focused on World War II and included trips to Dieppe, Omaha Beach, and Juno Beach. Teachers also visited French, Polish and German cemeteries, and spent time at the American cemetery at Omaha Beach (familiar to those who have seen the movie, *Saving Private Ryan*). We had the opportunity while in Normandy to visit Bayeux to see the famous Bayeux Tapestry and King William's Castle. Our week in Normandy at Le Moulin Morin consisted of discussion periods on what we learned each day in the field or on the beach, and how it could be effectively transferred into the classroom. We were to look at the historical bias of information about World War II, as much of the information came during the Cold War. At that time, the Canadian military needed the knowledge that Germany had about warfare. Training aid to NATO made German soldiers indispensable. Historians called Germans soldiers "the Gods of War", as they had a long history of Prussian military training.

Visiting the battlefields and the cemeteries showed me that it is essential to make connections with the soldiers from both World Wars and to share the knowledge with students. It is so difficult to describe the wide range of emotions we experienced while visiting the battlefields, the cemeteries, the villages, the monuments, and walking in the footsteps of these conflicts. This tour was a personal journey as it allowed me to explore my hometown's connection to the wars while simultaneously gaining a deeper understanding of how these wars affected Canadians from coast to coast, particularly Newfoundland. Seeing where the soldiers from my home community are buried in France may shed light on their lives. As a part of my town's, "Come Home Year", we are developing a Memory Wall to all who fought from my community. We know that what exists today, in a child's world, is actually a culmination of all his or her yesterdays. Bearing this in mind, we must help our students understand that there is a link between the past and the future. Analyzing, discussing, and debating the roles all shareholders played in the World Wars is more effective than lecturing to our students. Looking at primary sources such as photographs, diaries, letters and government documents when we teach any aspect of history, particularly the World Wars, is essential for today's students. By looking for repeated evidence in the documentation, we can keep history alive for our students.

To register for next year's tour contact Historica-Dominion Institute at [www.histori.ca/prodev/default.do?page=.institutes\\_register](http://www.histori.ca/prodev/default.do?page=.institutes_register) or e-mail Jill McCaw at [jmccaw@histori.ca](mailto:jmccaw@histori.ca) for more details. I can share with you some of my many photos and assist with your application at [maryvanthiel@esdnl.ca](mailto:maryvanthiel@esdnl.ca). Also check some of the many relevant articles on WWI and WWII in *The Canadian Encyclopedia*: [www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0008716](http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0008716) or [www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0008717](http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0008717) plus Dominion's Memory Project at [www.thememoryproject.com/](http://www.thememoryproject.com/). They're great teaching aids, with photos, hyperlinks to other articles, and links to external resources that have been selected to be suitable for the classroom.

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Mary van Thiel is a teacher at Macdonald Drive Junior High School in St. John's.

# Do You Compute?

by COREY D'ENTREMONT

**A**s a student in grade 11, I can remember how excited I was to know that our school in Harbour Breton had purchased five Commodore PET computers. Not only that, but we actually had a class built into our timetable called "Computers". Now that might sound funny today, but it was a big deal. St. Joseph's All Grade School had finally entered the computer age. That excitement lasted for approximately two or three weeks until we found out that the other high school in the town, King Academy, had purchased Commodore 64s. Those computers had better games and graphics, and were a lot easier to use! Suddenly the Commodore PET computer was considered obsolete, and we wished we had a Commodore 64 to use!

As you can see, nothing and everything has changed in computer and technology education since I graduated from high school. Technology still has the potential to inspire and be a force in the classroom for educational good, while at the same time it can be seen as a burden for those who see it as the place for students to waste time and effort when they could be more productive. It has been debated in the educational arena for quite some time as to how pervasive technology should be in the delivery of a world-class curriculum. In my years of experience teaching at many different levels in the educational spectrum, I have come to conclude that technology not only enhances learning, but can be the thing that drives students to want to learn. However, technology improperly applied in the classroom can be disastrous to both teacher and student.

Schools spend much of their instructional budget in the pursuit of technology to place in the classroom. We have built a small army of technology labs, computer labs, Skilled Trades labs, power tools of all shapes and sizes, SmartBoards, projectors, computer carts, laptops and wireless accessories. What we don't have, however, is a level of comfort in all of our teachers to implement these tools in such a way that the educational experience is forever changed for the better. Many teachers are given these resources and asked to bring them together in the classroom for a seamless lesson that incorporates teacher, student

and technology. Many teachers are attempting to do what they can with what they are given, and should be commended for doing so. Many of us can use a computer for presentations, and the Internet to find resources to use. Teachers who go beyond this to integrate technology into the classroom usually do so because they have a desire to use what they have at their disposal. However, many teachers find a certain level of discomfort or self-questioning in using technology to enhance their lessons. For many, they are looking for a place to turn to ask questions.

This is where I hope you will turn to the Technology Education Special Interest Council (TESIC). TESIC is that arm of the NLTA responsible for all things technology and education. Many people in the past have seen TESIC as for technology teachers only. I submit that this is not true. While we have many fine technology teachers at our core, TESIC is for all teachers who use technology in the classroom. If you have a SmartBoard in your classroom, then you should be a member of TESIC. If you have an idea for a webquest, and need advice, then you should be a member of TESIC. Do you use Twitter in the classroom? Do you have a web page that is your main source of information for parents and students? Do you have a need to use a podcast? Then TESIC should be the forum for you to ask questions and receive answers. Many of you are probably saying that this is the first I have heard of TESIC. Well, I am here to tell you that it shouldn't be your last. As technology grows and develops into a force for good in education, TESIC will be available for you, and will grow and change along with the technological needs of teachers.

I invite you to see what TESIC is about by visiting our website at [www.cldt.ca/tesic](http://www.cldt.ca/tesic). I also invite you to meet us at our biannual general meeting at the Albatross Hotel in Gander on November 12 and 13. There will be many opportunities to attend workshops on everything from Digital Storytelling to SmartBoard Applications in the classroom. We have tried to fill our sessions with opportunities for everyone who uses technology in their classroom. Our keynote speaker is Amber MacArthur, who has been involved with new technologies and social networking media since the advent of the technology. She will talk to us about how today's technology influences our students and how we as educators can take advantage of these new ways of communicating with each other to inspire and reach today's student in ways that are relevant to them. Hope to see you in Gander!

*Corey d'Entremont is the President of the Technology Education Special Interest Council. He can be reached at [coreydentremont@esdnl.ca](mailto:coreydentremont@esdnl.ca).*

# NLTA AWARDS 2009-10

Each year your Association honours several of its members with four prestigious awards. Please take a moment to read about them. If you feel that someone within your school qualifies for nomination for one of these awards for the 2009-10 school year, please contact your school representative who will forward the name and information on this person to your branch president or the appropriate special interest council president.

## Special Recognition Award

This award was instituted by Johnson Incorporated to recognize the 100th Anniversary of the NLTA. It is presented annually to an active or life member of the Association who, while a teacher in the province, has made a major contribution to the **cultural, social and/or community life** of Newfoundland and Labrador. The award recognizes contributions in the areas of the arts (music/literature/visual arts), community service, and/or municipal politics. Nominations must come from branches or special interest councils and must be received at the NLTA Office by January 15th.

## Allan Bishop Award

This Award was also established during the NLTA Centennial Year to recognize outstanding service to NLTA at the provincial level and it is named after former NLTA President and long-time staff member, Allan Bishop. The award is open to any active or life member of the Association, except that current members of the Provincial Executive are ineligible for the award and a provincial past president is ineligible for the award within three years of his/her presidency. Nominations must come from branches or special interest councils and must be received at the NLTA Office by January 15th.

## Bancroft Award

This award, named in honour of James Frederick Bancroft, the first president of the NLTA, was established in 1980 during the 90th anniversary of the Association. The award was established to recognize the outstanding service given to branches by the dedicated and talented teachers whose efforts have helped make NLTA the strong association it is today. Nominations must come from branches and must be received at the NLTA Office by January 15th.

## Barnes Award

This award was established in 1987 and is named for Dr. Arthur Barnes, a long-time supporter of the Association, who, in 1920, became the first Minister of Education. The award was established to recognize outstanding professional development services provided by teachers at the special interest council level. Nominations must come from special interest councils or branches and must be received at the NLTA Office by January 15th.

*All nominations for the above Association awards must be typed on the proper nomination form which can be obtained from your local branch president or the NLTA Office and must be submitted by the deadline indicated in order to be considered.*



# Communities of Practice

by JIM MURPHY

**T**he Virtual Teacher Centre (myVTC.ca), in cooperation with the NLTA and the Centre for Distance Learning and Innovation (CDLI), provides opportunities for educators to access a network of colleagues through which they can interact professionally and share resources. It can be best described as a Community of Practice (CoP) in which participants with common goals and interests can engage in regular interactions to provide support to one another. A scan of documentation on the web produced the following brief description of a Community of Practice.

"Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. Schools and districts are organizations in their own right, and they too face increasing knowledge challenges. The first applications of communities of practice have been in teacher training and in providing isolated administrators with access to colleagues. There is a wave of interest in these peer-to-peer professional-development activities. The perspective of communities of practice is therefore also relevant at this level." ([www.wenger.com/theory/](http://www.wenger.com/theory/))

In the past, these CoPs may have taken on a significantly different look and appeal but essentially offered individuals opportunities to network on a regular basis in order to find solutions to issues and share information and resources.

Back when I started to teach over 20 years ago, this occurred at workshops and conferences. Educators met, conversed and exchanged ideas. I also remember inheriting filing cabinets filled with teaching resources and assessments that I would share with colleagues or they would share with me by photocopying or running through a thermal copier and hand cranked high-end *Gestetner*. Unfortunately, it wasn't that easy to share; there were no networks, there was no Internet (early WWW started in and around 1990), and email was barely on the horizon. The arrival of the Internet made sharing somewhat simpler and documents and ideas could be exchanged through email listservs, USENET newsgroups and electronic bulletin boards (both forerunners of the modern user forum). FTP (File Transfer Protocol) and websites

further allowed for the sharing of resources, but were static and a challenge to maintain, not to mention also being linear in form and function.

So, where are we now? Regarding the Internet, it's the social networks and Web 2.0 tools that are driving much of the content. The web has become interlaced and interspersed with social interaction networks and WIKIS, BLOGS and FORUMS are now commonplace. Sites such as MySpace, Facebook, Wikipedia and Blogspot are synonymous with most surfers today. Most of us have successfully integrated some of these into our daily living; others, maybe a little less so. Many of us have also integrated this into our professional lives. BLOGGING, although not a new phenomenon, is quickly becoming integral to most information sites and is being used more and more for teaching and learning. Blogger, a popular site for hosting blogs, defines it as the following: "A blog is a personal diary. A daily pulpit. A collaborative space. A political soapbox. A breaking-news outlet. A collection of links. Your own private thoughts. Memos to the world. Your blog is whatever you want it to be. There are millions of them, in all shapes and sizes, and there are no real rules." ([www.blogger.com/start](http://www.blogger.com/start))

Blogging integrates well with RSS (Really Simple Syndication) feeds that allow users to subscribe to news and other sites so that you can track updates. The updates come to you and you can collect them and read them from what is referred to as a reader. The easiest reader is your browser or if you want to share feeds with others, then Google Reader. Simply go to the Google website and sign up. Then, when you visit a site that broadcasts using RSS, you can feed it back to your reader. Why bother? Well, the reader will aggregate all the information from as many sites as you subscribe to and put it all in one central location for you. So, if you are a person who enjoys checking the news online, reading newspapers, journals, sports, weather, blogs, and the like, then why not bring it all to one central location with an RSS subscription?

Which brings us back to CoPs. Why do we need them and what do they have to do with all these web tools?

As indicated, Communities of Practice have always existed; it is just that the tools have changed and the

opportunity to reach out to a broader community has increased immeasurably. Most online communities of practice incorporate a variety of communications tools that offer groups opportunities to interact on a variety of levels. CoPs online are excellent places to network and problem solve, request information, seek the experience of others, recycle ideas and documents, coordinate and plan, discuss ongoing developments, share news, document procedures that continue to surface and map knowledge. As well, it is interesting to note that more often than not, when you are seeking information on the web, you are just as likely to get a return from a discussion forum as you are from an information site. Many of these forums reside within a community of individuals with common goals.

The Virtual Teacher Centre offers many opportunities to become involved in Communities of Practice. Many of our educators are involved in pilot projects that are being supported from MyVTC.ca. In particular, there are many ongoing ICLT projects that use MyVTC.ca for communicating and sharing. These projects are the work of the Centre for Distance Learning and Innovation and highlight the ongoing focus of integrating technologies into our classrooms to engage our learners. Many of the Special Interest Councils of the NLTA are also building community capacity through MyVTC. The Physical Education Council (PESIC) has taken incredible strides in building a community of learners, thanks in many respects to some great community champions involved in what is fast becoming a model community of practice. As we continue to evolve, MyVTC looks forward to partnering with other special interest groups and providing opportunities for members to share and collaborate.

Communities of Practice will continue to evolve in the ever-growing digital environment in which we live. Nevertheless, it is not the technology that is the driving force; it is the shared desire for knowledge and the human desire for interaction that are the catalysts. The technology is simply the engine. It is therefore incumbent upon us as educators to embrace the opportunity to learn from each other while discovering how we can integrate the new tools of the Internet into both our teaching and our learning.

If you are not currently a member of MyVTC.ca or you are not involved in a Community of Practice, then you may want to consider taking the time to visit and create a profile. Or, simply contact us and we will provide you with some information.

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*Jim Murphy is Coordinator of the Virtual Teacher Centre.*

# Kids Eat Smart Clubs Support Educational Outcomes: Does Your School Have One?

by KIM TODD

**I**ts 9:45 a.m. and you're a junior high teacher in the middle of a complex lesson. All has been going fine, students are engaged and participating, but now the boy in the middle isn't looking at you anymore. He's fiddling with his eraser. Others notice him, and their concentration breaks too. The rhythm of the lesson is disrupted as you work to draw them in again. What went wrong?

It could be what he eats. A 2006 UK research study by Annik Sorhaindo and Leon Feinstein entitled *What is the relationship between child nutrition and school outcomes?*, published by the Centre for Research on the Wider Benefits of Learning, Institute of Education, London found that "Children with nutritional deficiencies are particularly susceptible to the moment-to-moment metabolic changes that impact upon cognitive ability and performance of the brain." The study also found that "...treatment

with nutritional supplements can result in improved performance. Among the well-nourished, augmentation of nutrient intake has less of an impact on cognitive performance." ([www.breakfastforlearning.ca/en/services\\_information/research/documents/WiderBenefitsLearning.pdf](http://www.breakfastforlearning.ca/en/services_information/research/documents/WiderBenefitsLearning.pdf))

The fictitious boy in question is rooted in reality. He could be any one of the thousands of students in this province who get on the bus more than an hour before school starts. Even if he did have breakfast at home, it wasn't enough to fuel his focus for two and half hours.

The Kids Eat Smart Foundation Newfoundland and Labrador works with schools throughout the province to ensure students are well-nourished and ready to learn. More than half of the 280 (2007-08) public schools have a Kids Eat Smart program, which are officially called Kids Eat Smart Clubs but are often known as 'Breakfast program', 'breakfast club', and many other names. Typically school staff, parents, grandparents, members of community groups and church groups, businesses and students volunteer to make toast, pour milk, cut fruit and run the Clubs. The Foundation provides financial support in the form of grants, food-service equipment, an operating structure, and dietitians to help volunteers ensure that program offerings meet the nutritional needs of growing minds.

Nutrition has always been the critical core of programs supported by Kids Eat Smart Foundation, and Kids Eat Smart Clubs are recognized as contributors to healthy children and healthy schools. In 2007, the Foundation was awarded the Award for Excellence in Health Promotion from the Canadian Medical Association, and the Government of Newfoundland and Labrador (Department of Health and Community Services) is the Foundation's largest financial supporter.

Growing nutritional awareness is increasing



It's Kids Eat Smart Apple Day, and Mrs. Martin's Kindergarten class at Belanger Memorial in Upper Ferry/Codroy Valley are excited about good things to come!

## **Kids Eat Smart Clubs support a culture of healthy thinking at school.**

Through the year, Kids Eat Smart Foundation spearheads events and initiatives that get kids thinking as well as eating well.

### **The Kids Eat Smart Province-Wide Walk to Breakfast**

Every October since 2004, thousands of students have celebrated and supported their Kids Eat Smart Club with the Province-Wide Walk to Breakfast. Healthy food and exercise go hand in hand as roads have been closed, mounted police have escorted, and parents, community groups, government officials, sponsors and many more have joined the Walks which culminate in a healthy breakfast for all.

### **Kids Eat Smart Club Apple Day**

The Apple – the simple sign of good nutrition accessible for all. As part of Nutrition Month, Kids Eat Smart co-ordinates Kids Eat Smart Apple Day - Each

year more and more schools participate. Sliced, whole, cooked, in muffins, red, green, yellow, the variety is endless, and Apple Day is supported by games and contests. An apple for everyone!

### **Visits from Jamie Korab, the Kids Eat Smart Champion**

Olympic Gold Medalist Jamie Korab is a Kids Eat Smart Champion, and each year he visits Kids Eat Smart Clubs to share stories of the 2006 Olympiad, and tell the kids how nutrition makes a difference.

### **Nutrition Month Art Challenge**

Healthy kids get creative! Banners, postcards, and most recently the Nutrition Month poster competition themed, "Eat Healthy. Play Healthy. Learn Healthy" bring art and nutrition together. In 2008 thirteen entries were selected by Kids Eat Smart Foundation Leading Thinking, Dr. Susan King, and artist, David Squires to create the 2010 Kids Eat Smart calendar.

the demand for Kids Eat Smart Clubs, and that is exactly what the Foundation wants. Executive Director Daphne LeDrew explains, "Thirteen new Clubs started during the last school year, and we aim to keep on growing. Our goal is to be part of every public school in the province. At this point, just about everyone knows that it's important to eat well, but that doesn't necessarily make it happen. Kids Eat Smart Clubs make nutritious food choices available at no charge to children and youth when they're most likely to eat in – in the mornings before school starts or at mid-morning. The immediate result is children and youth who are not distracted because they are hungry, and evidence supporting the long-term benefits to health, education, and overall well-being continue to mount."

The growth the Foundation is striving for is not just in the number of programs, but also the quality of Kids Eat Smart Clubs. The Foundation provides funding earmarked to increase the quantity and variety of fruits and vegetables being served. The growth is supported by a complement of three dietitians who offer regional support to Clubs. Along with providing training and workshops for volunteers, the dietitians work with Clubs on an individual basis to develop new menu ideas that will appeal to students, and help recruit volunteers by linking with community organizations.

If your school does not have a Kids Eat Smart Club, or if you'd like more information, visit [www.kidseatsmart.ca](http://www.kidseatsmart.ca), or call 1-877-722-1996.

*This article was submitted by Kim Todd on behalf of the Kids Eat Smart Foundation Newfoundland and Labrador.*

# *Wikipedia in the Classroom*

## Teaching Students About Information Authentication

by MATTHEW JOHNSON

**D**iscussions with teachers about the Internet in the classroom often come back to a particular refrain: "Students just don't know how to do research anymore; all they use is Google and Wikipedia."

It's certainly true that students need to learn better research skills: in my own time as a teacher, I was frequently amazed to see supposed "digital natives" who did not have the slightest clue how to do a Boolean search, how to judge the likely usefulness of a *Google* hit before clicking on it, or even how to open links in a new page so they wouldn't have to navigate back to *Google* if it didn't pan out.

Forbidding students from using *Wikipedia*, though, is a bit like telling them not to use the library. In fact, *Wikipedia* is a lot like a library: it has a lot of different things in it, assembled by a variety of people from a variety of sources; some of them are useful, some less so. We don't forbid students from using the library; instead we teach them how to find what they need there, and to judge whether a source is useful and reliable.

Henry Jenkins, Head of Comparative Media Studies at Massachusetts Institute of Technology (MIT), suggests that learning to use *Wikipedia* is a good way for students to acquire what he calls *New Media Literacies*, particularly those termed *Collective Intelligence* (collaborating with others in creating, obtaining and judging information), *Judgment* (assessing the reliability and usefulness of information), *Networking* (finding, synthesizing and spreading information) and *Negotiation* (moving between different contexts, formats and communities.)

The main concern teachers have with *Wikipedia*, of course, is its reliability. It's true that because of its open structure, *Wikipedia* is susceptible to error – but in practice it seems to be less so than one might expect. In fact, a well-known article in the magazine *Nature* found it to be on a par with the *Encyclopedia*

*Britannica* in its science articles. Roy Rosenzweig, Professor of History and New Media at George Mason University, found it was about as accurate as Microsoft's professionally-developed *Encarta* encyclopedia and compared well to the prestigious *American National Biography Online*. More importantly, the problems Rosenzweig finds with *Wikipedia* – its articles often favour lively detail over historical significance, they adopt a post of neutral objectivity rather than reflecting the ongoing debates among historians – are common to all tertiary texts such as encyclopedia. In effect, Rosenzweig is saying that *Wikipedia* is no worse as a source than a high school history textbook, most of which share similar flaws.

While the problem of reliability should not be ignored, *Wikipedia* can be used to teach students to be critical readers. As a consequence of its openness, *Wikipedia* offers many ways to judge the reliability of its articles. To begin with, any *Wikipedia* user who is concerned about the quality of an article can place a cleanup banner, for instance, that the tone of the piece may not be fully neutral, that it may lack corroborating sources, or that the author or a contributor to the article may have a conflict of interest with its subject. In this way *Wikipedia* is no different from any other source (particularly any online source), in that it must be approached critically and skeptically.

*Wikipedia* has a number of other features for judging the reliability of an article, though they are less obvious than the cleanup banners. For instance, almost every *Wikipedia* article is rated based on its accuracy, completeness and style. These ratings follow a somewhat eccentric scale from *Stub* (a basic description, meant to be expanded) to *Start* (more developed than a stub, but lacking in outside sources) and ascending to *C*, *B*, *GA* ("good article") status to *A*; *Wikipedia* recommends that only articles with a *GA* status or better be used in serious research. Articles can also be nominated for "Featured Article"

status on the grounds of being "professional, outstanding, and thorough; a definitive source for encyclopedic information." (A guide to this rating scale can be found at [http://en.wikipedia.org/wiki/Wikipedia:Version\\_1.0\\_Editorial\\_Team/Assessment](http://en.wikipedia.org/wiki/Wikipedia:Version_1.0_Editorial_Team/Assessment).) These ratings are found on the article's Discussion page, accessible through one of the tabs at the top of the page.

Another useful tab for verifying reliability is the one leading to the History page. This page summarizes all of the edits that have been made, allowing a reader to see the changes that have been made to the article since its creation.

Aside from teaching students to check the reliability of articles, teachers can introduce students to the idea that knowledge is not a fixed body of facts but rather is constantly evolving – and students can be part of that evolution. Using the Edit tab, which is the source of *Wikipedia*'s fame, teachers can have students edit an article with the aim of raising its rating.

Using *Wikipedia* in the classroom has its challenges and it, like any encyclopedia, should never be a student's only source. Its flaws, though, highlight issues that students will encounter with even the most authoritative sources, and provide a unique opportunity to teach students to view all sources of information critically.

Media Awareness Network has recently created a resource aimed at helping teachers integrating *Wikipedia* into the classroom. *Taming the Wild Wiki*, a lesson for students in Grades 7-9, helps teachers incorporate *Wikipedia* into their classrooms and teaches students how to use it in an effective and responsible way. For more information on this and other great media literacy resources, visit [www.media-awareness.ca](http://www.media-awareness.ca).

Matthew Johnson is Media Education Specialist with the Media Awareness Network (MNet). MNet is a Canadian not-for-profit centre of expertise in media literacy. Its vision is to ensure children and youth possess the necessary critical thinking skills and tools to understand and actively engage with media. MNet's programs are funded by its public and private sector sponsors and partners, who include: CTVglobemedia • Canwest • TELUS • Canadian Internet Registration Authority • CTV • National Film Board of Canada • Government of Canada.

# Calendar

## RESPONSE TO INTERVENTION AND DIFFERENTIATED INSTRUCTION: HOW THEY WORK TOGETHER WORKSHOP

November 9-10, 2009

Eastern School District Conference Centre, Strawberry Marsh Road, St. John's. The Atlantic Canada Connected Community and the NLTA are pleased to announce that, internationally renowned educator, author, and workshop facilitator, Carolyn Coil (Ed.D) will be in St. John's to lead 2 one-day workshops that will provide teachers with skills and strategies to address the inclusive nature of their classrooms and provide more opportunity for student success. Spaces are limited and are available on a "first come" basis. Registration will be through the ESD PD calendar for ESD personnel. Educators, not affiliated with ESD, may register by email to [craigwhite@gov.nl.ca](mailto:craigwhite@gov.nl.ca). Schools wishing to register a complete staff should pre-register by email to ensure sufficient seats are still available.

## TECHNOLOGY EDUCATION SIC CONFERENCE

November 12-13, 2009

Albatross Hotel, Gander. Keynote: Amber MacArthur, co-founder of MGImedia.ca. To register visit [www.nlva.net/tesic/](http://www.nlva.net/tesic/).

## MCGILL UNIV. CENTRE FOR EDUCATIONAL LEADERSHIP DISTINGUISHED EDUCATORS SEMINAR SERIES

Fall 2009

For information visit:  
[www.mcgill.ca/edu-dise/centres/cel/seminar/](http://www.mcgill.ca/edu-dise/centres/cel/seminar/)

## SCHOOL ADMINISTRATORS COUNCIL CONFERENCE 2010

March 17-19, 2010

Glynmill Inn, Corner Brook. Theme: *Leading from Good to Great*. Join us in Corner Brook for a cool learning experience. Book your room by calling 634-5181. Further information to follow.

## PRIMARY/ELEMENTARY SIC CONFERENCE

April 28-29, 2010

Terra Nova Park Lodge. Further information to follow.

## Dates to Remember

### November 2009

- Nov 5-6 Pre-Retirement Seminar, Corner Brook
- Nov 7 **Deadline:** Project Overseas Applications
- Nov 12-13 Pre-Retirement Seminar, St. John's
- Nov 15 **Department Deadline:** Teacher Exchange applications to Australia, Britain and USA.
- Nov 19 **Deadline:** PD Fund applications
- Nov 26 NLTA Executive Meeting
- Nov 27-28 Joint Council Meeting

### December 2009

- Dec 3-4 Pre-Retirement Seminar, St. John's
  - Dec 10-11 Pre-Retirement Seminar, St. John's
  - Dec 15 **Department Deadline:** Teacher Exchange applications to Ontario
  - Dec 17 **Deadline:** PD Fund applications
- January 2010**
- Jan. 15 **Deadline:** 2010 Christmas Card Contest entries
  - Jan. 15 **Deadline:** Receipt of nominations for Barnes, Bancroft, Allan Bishop, and Special Recognition Awards
  - Jan. 21 **Deadline:** PD Fund applications



## Magazine Program for Teachers

*QSP would like to extend a special offer for you to purchase and renew some of your favourite magazines at special discount prices. They are available to you online only at [www.qsp.ca/faculty](http://www.qsp.ca/faculty).*

### Here's how:

1. Go to [www.qsp.ca/faculty](http://www.qsp.ca/faculty) and enter your ACCESS CODE "teacher09", select "Shop now"
2. Enter your NLTA Group #18188
3. Shop now and Save Big

Please note that you will **not receive any prizes or rewards from the regular campaign**, and the school does not receive any profit from your discounted orders placed on this website.

You can enter your school in the draw for a Smart Board as seen on the website.

**IF YOU ARE ORDERING FOR THE LIBRARY/CLASSROOM**, a proper name is required. **DO NOT LIST THE SCHOOL NAME or "LIBRARY" AS THE SUBSCRIBER**. Order in the name of the Librarian/Teacher and then just fill in the mailing address of the school/library. **Incorrect orders will be rejected by the publishers.**

Thank you in advance for your orders and please enjoy your reading selections. If you have any questions or wish to organize a Fund Raising program for your school or group contact our QSP representative directly:

**Sandy McCarty: 1-888-399-8277**  
[sandymccarty@rogers.com](mailto:sandymccarty@rogers.com)